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ABSTRACT

This pamphlet provides information on what higher education institutions can do to accomodate women over 25 who have interrupted their education for several years and are now entering or re-entering postsecondary institutions. Topics discussed include institutional attitudes, double discrimination, institutional invisibility, and barriers to re-entry and directions for change. Various special re-entry populations are described, including Asian/Pacific black, and Hispanic women, single parents, displaced homemakers, older women, and disabled women. Recommendations for higher education institutions are offered in the areas of recruitment, financial aid, admissions and registration, support services, counseling and basic skills, curriculum, scheduling and course planning, and transfer policies between re-entry programs and regular programs and between two-year and four-year institutions. Federal laws pertaining to special populations of re-entry women are listed as are several resource publications and organizations. (APM)

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RE-ENTRY WOMEN:

SPECIAL PROGRAMS FOR SPECIAL POPULATIONS

FIELD EVALUATION DRAFT

BY

Roberta M. Hall
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Field Evaluation Draft

project on the status and education of women

RE-ENTRY WOMEN: SPECIAL PROGRAMS FOR SPECIAL POPULATIONS*

JUN 16 1981

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INTRODUCTION

As the number of traditional full-time students declines, institutions are increasingly turning toward adult students to maintain enrollments. Between 1972 and 1979, total college enrollments increased by 2.3 million; about half this increase was due to the enrollment of part-time students age 25 and over. In large measure, this growth can be accounted for by the enrollment or re-enrollment of adult women, who outnumber men students in the 25-and-over age group by roughly 2 to 1, and whose attendance at postsecondary institutions has led women to outnumber men students at the undergraduate level for the first time since World War II.[1]

Re-entry women—women over 25 who have interrupted their education for at least a few years and are now entering or re-entering postsecondary institutions—comprise the largest potential source of new students, and their participation in higher education is expected to increase for some time to come. Most re-entry women pursue higher education for job or career advancement; many attend school on a part-time, evening, or extension basis, and enroll in certificate or degree programs. Consequently, a growing number of postsecondary institutions have begun to evaluate their policies and programs to determine how adequately they attract and serve this new student body. Some colleges and universities have revised their recruitment, admissions, financial aid and related policies, and restructured their scheduling of courses and support services; others have established continuing education programs and/or women's re-entry programs specifically designed for returning women students.[2]

Concurrent with their interest in re-entry women, some institutions have also begun to develop programs to attract and retain returning women from special groups, such as minorities, displaced homemakers, single parents, the elderly and/or retired, and the handicapped. However, many programs specifically designed to serve members of some special populations—such as minority programs and handicapped programs—typically focus on traditional age students (and sometimes on male students) with little attention paid to the recruitment or retention of the returning women within their ranks. Yet, re-entry programs can offer substantial benefits to women from special populations.

Unfortunately, in some instances institutional policies and practices may inadvertently make enrollment and retention difficult: recruitment efforts may not reach women from special populations; admissions and financial aid criteria may make it difficult or impossible for them to enroll; scheduling practices, and policies governing part-time study may preclude them from completing degree work; support services may not adequately meet their needs; and few—if any—women staff members from special populations may be available to help with problems or serve as role models. In other instances—and particularly in the case of some programs designed specifically for re-entry women—minority women and women from other special populations either

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do not enroll, or enroll but do not complete certificate or degree work.

Barriers to recruitment and retention of re-entry women from special populations are complex. In addition to specific institutional policies and practices, they may include a range of misconceptions held by institutions and by potential re-entry women themselves. Perhaps the most inaccurate of the latter is the assumption on the part of some minority women (as well as much of the larger society and members of other special populations) that re-entry and/or continuing education programs are designed to serve middle class, middle-aged white women, to function as a diversion or a means to "fulfillment" and thus have no relevance to minority women.[3] However, this view is fading as inflation and other factors lead many women from special populations to return to postsecondary education as an avenue to career advancement and economic survival.

Women in special population groups are less likely to have entered college at traditional college age. Nevertheless, they are also likely to be highly motivated, since their need for career preparation and for economic independence may be especially acute.

The special populations as discussed in this paper include:

- *racial and ethnic minorities*
  - Asian/Pacific Americans—women of Chinese, Indochinese, Japanese, Korean, Filipino or other Pacific island descent;
  - Black Americans—women of African descent;
  - Hispanic Americans—women of Spanish descent including Mexican (Chicana), Puerto Rican, Cuban, or South and Central American heritage; and
  - American Indians—women of the native Indian tribes and the Eskimos and Aleuts of Alaska.
- *single parents*—women who, through divorce, separation, widowhood, or other reason are the sole support and head-of-household for their families;
- *displaced homemakers*—women who devoted the earlier portion of their lives to homemaking and/or child care and who, through divorce, widowhood or other separation, find themselves suddenly "on their own";
- *older women*—women over the age of 55 and/or retired women;
- *disabled women*—women with speech, hearing, visual, orthopedic or similar impairments, or with diseases such as cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, diabetes, heart disease, mental retardation, learning disabilities or emotional illness;[4] and
- *economically disadvantaged women*—women with limited incomes. A large number of women in special population groups are likely to be economically disadvantaged as well.[5] Thus, many of the barriers these women face are exacerbated by economic need.

INSTITUTIONAL ATTITUDES

While women from special populations may approach the prospect of entering or re-entering higher education with inaccurate preconceptions, institutions may approach women from these groups with preconceptions of their own that may be equally counterproductive. With regard to minorities, for example, academic policy-makers and planners have often tended to envision a monolithic group. Such a perception can help institutions focus on real areas of concern—poverty, poor health, low achievement, lack of skills. However, it can also prevent them from dealing with issues that are equally real but perhaps less apparent. For example, the absence of Puerto Rican or Chicana women from continuing education or re-entry programs may be dismissed by attributing it to the "strong family orientation" of Hispanic women, the absence of American Indian women to their "tribal orientation," the absence of Asian/Pacific American women to the "fact" that as members of the "model minority," they "all" enjoy successful careers in research or business. Similar preconceptions erroneously describe women from other special populations: single parents have "no time" to return to school; displaced homemakers have "no clear goals"; older women are "too old to learn"; disabled women have "little promise of success."

DOUBLE DISCRIMINATION

Re-entry women from special populations are particularly likely to encounter double or multiple discrimination—discrimination based on sex, in addition to discrimination based on race, marital status, age, disability and/or income level. Institutional approaches may inadvertently compound the effects of double or multiple discrimination. For example, minority recruiting efforts may focus on minority men; minority and other special population re-entry women may be "tracked" into courses that prepare them for low-status, low-salary "women's fields." Indeed, many black and Hispanic women now of re-entry age first became aware of double discrimination in the late sixties, when, as educational and economic opportunities for minorities began to expand, they perceived that educational and corporate recruiters were often primarily interested in minority men.

INSTITUTIONAL INVISIBILITY

Even when institutions attempt to avoid such preconceptions, however, they may still fail to attract or retain re-entry women from special populations. Too often—like minority recruiting programs—other programs and services established for minorities may not adequately serve minority re-entry women. Such women may, for example, have very specific needs for academic and career counseling and for affordable child care, but minority programs *per se* may not deal with these issues appropriately—or, as in the case of child care, not deal with them at all. Women's programs, on the other hand, may approach these issues from a majority perspective and may be unattuned to special needs. Too often, minority women "fall through the cracks": neither minority programs nor women's programs may adequately address their academic and career concerns or their need for support services. Women from other special populations may well encounter similar problems: programs and services for disabled or elderly students may overlook the particular needs of the re-entry women who fall into these larger categories.

BARRIERS TO RE-ENTRY AND DIRECTIONS FOR CHANGE

Re-entry women generally face any number of barriers as they attempt to return to school. Re-entry women from special populations are likely to encounter all of these—and then some. Minority women, for example, are more likely than white women to work full-time, to have family responsibilities and/or be single parents, need financial assistance and child care services as a condition for returning to school, and be able to attend school only on a part-time, evening, or extension basis. Like women from other special populations, minority women may need a variety of support services—including counseling, basic skills programs, and refresher courses in math and science—to help them move more successfully into the academic and economic mainstream.

Despite these barriers, institutions can do much to help re-entry women from special populations gain access to and succeed in postsecondary education. Many colleges and universities have set up workable programs—some based on community organization models—and funds for scholarships and program development have been made available by a multitude of agencies and organizations both within and outside the federal government.[6] Moreover, particularly in the last ten years, women within special populations have themselves formed organizations that speak to their own needs and concerns. Many of these groups can offer resources and recommendations to academic planners.[7]

This paper briefly reviews the current status of special re-entry populations, identifies several major barriers to their full participa-

tion in re-entry and other higher education programs, and offers specific recommendations for institutional change. It also includes a list of resource materials and organizations concerned with higher education for women in special populations. By understanding the current status and needs of women from special population groups and evaluating their own policies and practices in recruitment, admissions, registration, financial aid, support services and curricular design in light of that understanding, institutions can recruit and retain a large potential student body that might otherwise go unserved.

Some of the recommendations in this paper are drawn from other papers in the re-entry series developed by the Project on the Status and Education of Women.[8] Readers wishing more information in particular subject areas may wish to consult individual papers. Whether or not a particular suggestion is appropriate will depend on the characteristics of the institution and those of the special population(s) it serves. A wide range of possible actions is included so that colleges and universities can pursue those most appropriate to their individual circumstances. Institutions may find many of the ideas and suggestions in this paper helpful with respect to other nontraditional students, as well as to re-entry women from special populations.

SPECIAL RE-ENTRY POPULATIONS—WHO ARE THEY?

MINORITY WOMEN[9]

Re-entry and Other Programs: A New Perspective

Although in the past many potential minority re-entry women hesitated to enter or re-enter postsecondary education, the picture is rapidly changing. Two factors—economic necessity and a sharpened perception of sex discrimination *per se*[10]—are causing increasing numbers of minority women to return to higher education in order to upgrade their own skills and credentials.

The income of a minority working wife has historically been a critical factor in minority households, and inflation has made it even more critical. In a two-parent family, a minority wife's salary often makes the difference between being poor and being able to manage adequately. In contrast, when a minority woman is a single parent, her wages may be insufficient to keep her family out of poverty. Most minority women—even those from ethnic backgrounds that have traditionally eschewed women's working outside the home—realize that they *will* work for most of their adult lives. With this realization comes the acknowledgement that education and training mean access to jobs other than unskilled factory or domestic work. Indeed, the stronger the economic motivation, the more open minority women may be to special women's programs.

Moreover, as many minority women have become aware of the extent to which they are affected by sex discrimination in addition to race discrimination, they have begun to examine societal preconceptions about themselves. Like women from other special populations, minority women have had to face special obstacles. However, these challenges have strengthened growing numbers of minority women in their resolve to develop and achieve educational, employment and other goals. Increasingly, they have explored women's issues from their own perspectives and within the context of their own experiences in order to evaluate their own roles in home and community and to understand their status in relation to minority men, white women and white men. The women in each ethnic minority have established one or more women's rights organizations. The members of these groups are aware that legislation prohibiting sex discrimination applies to them, just as legislation prohibiting race discrimination does (see "Legal Considerations," page 13), and they have formally called for extensive broadening of educational opportunities for women. These, and other minority women's groups can help institutions in efforts to attract minority women to re-entry and other postsecondary programs.

The Status and Needs of Minority Women[11]

The dual status of minority women as minorities and as women has tended to render them invisible not only in the institutional context but also in the larger society. Data about minority women is especially difficult to locate; most data has been tabulated either by race *or* by sex, seldom by race *and* sex simultaneously (such as black women, Hispanic women, etc.). Moreover, until recently, data on minorities was often lumped into one category--"blacks and other races."[12]

Asian/Pacific American Women

Asian/Pacific Americans, especially Japanese, Chinese and Korean Americans, have often been called "the model minority"; it has generally been assumed that they are well-educated, economically successful, and able to care for their own populations. However, as is the case with preconceptions about other minorities, these assumptions are not entirely accurate. Like black women, Asian/Pacific women are more likely to be in the work force in proportionately greater numbers than white women; however, many Asian/Pacific American women who are college graduates remain underemployed as bookkeepers, secretaries, file clerks and the like.[13] Ironically, although some Asian/Pacific American women are highly trained in technical fields generally considered nontraditional for women, many are categorized as researchers or technicians and face particular difficulties in attaining managerial and other higher positions. Some Asian/Pacific women's groups attribute this, in part, to the stereotype of the Asian/Pacific woman as passive, content to work in isolation, and unsuited for managerial responsibilities.

The types of positions Asian/Pacific women hold vary considerably between subgroups: Filipino women, for example, hold a higher proportion of professional positions, while Japanese women hold a comparatively low proportion. However, information about the actual educational and economic status of a great many Asian/Pacific women is often lacking; many Chinese women, for example, live in crowded urban areas and do "piece work" in small garment shops or work for very small businesses. Many are not counted in national statistics, as is particularly true for some newer immigrants from Indochina.

Indeed, the recent influx of Indochinese immigrants will be an especially critical factor for educational planning in those parts of the country designated as resettlement areas. A small but significant number of newer women immigrants from some Asian countries are professionals who may have very specific educational needs (e.g., language training, re-credentialing, management training, etc.), while a larger number may need a variety of courses in basic academic and general "survival" skills, career orientation, and counseling. Contrary to the popular perception, many Asian/Pacific American women—whether recent immigrants or citizens of long standing—are both undereducated and underemployed.

Black Women

Black women have a long history as full-time working women in America, and have been reared for several generations with the knowledge that they will have to be wage earners in order to help support—or solely support—their families. Because most black women are taught from girlhood that they *will* work, it might be assumed they would consider a wide range of occupations. However, particularly in the case of black women 35-and-over, sex and race discrimination along with both kinds of stereotyping, foreclosed many options. Thus, like women from other minorities

and special populations, black women have often been economically disadvantaged to start with, and if counseled at all, have generally been guided toward low-paying "women's fields." Moreover, in addition to American black women, a significant number of black re-entry women in some areas of the country are foreign students who may have special counseling needs. Contrary to the false notion that black women have "arrived," most are still clustered in low-paying, low-status jobs, earning substantially less money on the average than white women and minority men. Few hold professional or technical positions; most are service, factory or clerical workers. In addition to being directed by external pressures and expectations, many black women may have had to limit their own career choices because of an early sense of responsibility to work, not for personal fulfillment or achievement, but to shoulder the financial burden of family support black men were often precluded from carrying on their own. Increasingly, however, black women are seeking to move out of "job ghettos" and to acquire education and training to enter professional and/or nontraditional fields. Such women may need academic and career counseling, basic skills help and a variety of support services in order to achieve their objectives.

Hispanic Women[15]

As with Asian/Pacific women, Hispanic women include many subgroups with varying familial, educational and employment patterns. These include Mexican Americans (Chicanas), Puerto Ricans, Cubans and Spanish-speaking women of South or Central American heritage.[16] Like other minority women, Hispanic women have been perceived through popular stereotypes. Mainland Puerto Rican women, for example, have been seen as home-centered, subordinate to their husbands, hesitant to enter the postsecondary system, and likely to experience considerable conflict when economic necessity compels them into the job market. While this view may still be accurate in some measure, the situation is rapidly changing: younger Puerto Rican women, like younger Chicanas, are increasingly encouraged to seek educational advancement, although they may also experience significant pressure to fulfill traditional family roles.[17] Indeed, conflict between cultural role expectations, along with a lack of student support services, has been cited as an important factor in the drop-out rate of Hispanic women students.[18]

As of the mid-1970's, available data indicated that relatively few Hispanic women were highly educated. In 1974, for example, the median number of years of education for all Spanish-speaking women (14 and over) was 9.7.[19] Many Hispanic women of re-entry age are now seeking to upgrade their educational and employment status.

Contrary to the myth that strong familial patterns prevent Hispanic women from entering the labor force, Hispanic women *do* work outside the home and in large numbers: 44 percent of all Hispanic women over 20 were in the workforce in 1975,[20] many of whom were single heads of households. This percentage continues to increase.

Employment patterns, like family orientation and educational attainment, also differ between groups,[21] though this too is changing. Chicanas are more likely to be in the paid labor force than either Puerto Rican women or women of Cuban, South American or Central American heritage. The relatively few Hispanic women who hold professional or technical jobs are likely to be of "other Spanish origin," particularly of Cuban descent.[21] Generally, like many other minority women, Hispanic women hold low-paying, low-skilled jobs. Chicana and Puerto Rican women especially, are likely to be domestic or clerical workers.[22]

Like other minority women, Hispanic women often need career counseling, basic skills help, and training for nontraditional careers. In addition, some Hispanic women for whom English is a second language may benefit greatly from bilingual courses and services.

American Indian Women

The role and status of American Indian women varies considerably among the 400 or so tribes in the United States, additionally, there are marked differences in life style and standard of living between rural (reservation) and urban American Indians. Educational, employment and income levels are generally lower in rural populations and family size is often larger. The average educational attainment of American Indian women and men remains significantly below that of the general population.[23] Most American Indian women who work are employed in low-status, low-wage jobs, particularly in clerical and health service positions. American Indian women earn less than any other minority, and American Indian families with female heads are among the poorest in the country.[24]

Many of the American Indian women entering the postsecondary system are likely to be of re-entry age. Often American Indians attend Indian schools on their reservations, and those who attend college or vocational programs—both women and men—are generally older than traditional students because they finish high school later, marry and have families earlier than the majority population, and then seek postsecondary education. Despite their needs, American Indian women have in the past sometimes been hesitant to participate in institutionally-based special programs. Reasons for this are complex, but include conflicts with tribal roles and lack of funds. Additionally, some Indian cultures do not make age distinctions in relation to education, and women from certain tribes may thus not initially perceive programs aimed at re-entry age women to be pertinent to their own circumstances.

American Indian women who live in cities are more likely to have completed college than their rural counterparts;[25] however, if women move from a reservation to an urban area to pursue college work, some may encounter problems such as cultural dislocation, inability to find and/or to afford housing for a large extended family, etc. Like women from other special populations, American Indian women tend to major in traditional areas: education, health fields, and the social sciences. Many college-educated American Indian women are employed with regional and other offices of the Bureau of Indian Affairs, as well as with the Indian Health Service. However, the majority of American Indian women who work in such agencies are clustered at lower grade levels in clerical and other service positions.[26]

Like other minority women, American Indian women often need personal and career counseling, basic skills courses, training for nontraditional careers,[27] and college English training.

OTHER POPULATIONS OF RE-ENTRY WOMEN

Like minority re-entry women, single parents, displaced homemakers, older women and disabled women have, until recently, been invisible in both the larger society and the postsecondary context. Potential re-entry women from these groups share many of the educational and support service needs minority women have. Additionally, those who are also members of more than one special population are often multiply disadvantaged. For example, a displaced homemaker who is in her early sixties and disabled is likely to suffer the problems of all three groups along with the stereotypes attached to each.

Single Parents

In 1976, almost 5 million households with one or more minor children were headed by single parents, over 90 percent of whom were women.[28] Currently, female heads of households account for a very large proportion of economically disadvantaged persons. The need to upgrade skills and to obtain credentials necessary for employment has led many single parents to re-enter the educational system and often to enroll in special programs. In many continuing education programs for women, a substantial number of students are divorced. Yet, for a variety of reasons, divorced women prove to be high achievers. Indeed, a recent sampling of

graduate schools found that divorced women outperformed other students—even though 70 percent of the women surveyed also had children.[28]

Despite their motivation, it is often difficult for single mothers to balance school and family responsibilities. No other group of returning students—many of whom are also minority women—feels the pinch of poverty and the need for affordable child care services more. Returning women in this group may benefit greatly from personal counseling and from time management courses. A substantial number of single mothers may also need basic skills and refresher courses to allow them to move into the academic mainstream, as well as academic and career counseling to help them set long term goals.

Displaced Homemakers

Although the term "displaced homemaker" is relatively new, it has both political significance and legal status.[29] Displaced homemakers, usually women over 35, are former homemakers who, through divorce, separation, widowhood, or other crisis have lost their source of economic support. Most displaced homemakers originally envisioned themselves as graduating from high school and becoming wives and mothers; consequently, their academic and vocational goals were often short-term and limited. Having spent a substantial number of years in the home caring for family members, displaced homemakers often find re-entry difficult. They may lack education, job skills and/or work experience; moreover, even if they have previously earned bachelor's degrees, general education degrees, certificates or business diplomas and/or worked outside the home before marriage, they often need to upgrade skills and credentials to be competitive in the current labor market.

Many displaced homemakers need to be educated about career opportunities—especially those now open to women in nontraditional fields. Additionally, these women may need counseling to help them translate their abilities and experiences into job skills and to make and pursue appropriate career directions. Since displaced homemakers often lack self-confidence, they may need basic skills and refresher courses.

Older Women

Contrary to popular belief, older women—women over 55 and/or retirees—who re-enter higher education may do so not only or primarily for personal enrichment, but also to prepare for employment. More people are beginning "second careers" in their fifties and sixties than ever before; some older women begin second (or first) careers because they *must* do so. In the 65-plus age group, women outnumber men substantially, and while most of the men are married, most of the women are widows.[31] (Many of these women are thus also displaced homemakers.) Whether they live alone or with retired spouses, many older women must cope with the impact of inflation on fixed incomes.

Older women are likely to face age discrimination in both education and employment and, if they are members of minority groups, race discrimination as well. It is difficult enough for a woman in her thirties or forties to re-enter the academic world and/or to find a job after being a full-time homemaker, but a woman in her fifties or sixties who must make these transitions may confront even greater barriers. Moreover, those older women who do work are generally low wage earners:[32] as members of a generation that did not encourage women to pursue either education or careers, they are often limited in their job choices to positions as clerks, saleswomen, and domestic or service workers.

Older women are particularly likely to experience not only economic insecurity, but also low self-esteem and loneliness. Like single parents and displaced homemakers, many older women can benefit from personal counseling, basic skills and refresher courses, and academic and career counseling. Older women who are less vulnerable economically and who do return to higher education primarily for personal enrichment can also be served by a variety of support services and scheduling arrangements.[33]

Disabled Women

Like women from other special population groups, disabled women often encounter difficulties based both on their sex and on their disability, and must often cope with even greater social and institutional invisibility. According to figures compiled by the Rehabilitation Services Administration for fiscal 1976, handicapped women were significantly less likely than handicapped men to receive vocational school or other training; to be rehabilitated into wage-earning occupations; to earn as much as rehabilitated men; and to work in as wide a variety of fields as rehabilitated men.[34] If they are also elderly and/or minority women, they may face multiple barriers.

Disabled women are frequently poor. Many such women who reached college age before implementation of the Rehabilitation Act of 1973 had limited access to job training and other educational opportunities; others were tracked into low-skilled, low-paying areas thought appropriate for them—often without attention to their particular abilities and interests.[35] Disabled re-entry women are likely to need the same services as other re-entry women from special populations, as well as careful evaluation of those methods by which they are most able to learn. Additionally, they may require special learning equipment and services as well as general transportation, physical access to educational sites, and/or methods for bringing classes to them via television, radio, or other means.[36]

SPECIAL POPULATION WOMEN: SHARED BARRIERS

Minority women and women from other special populations are likely to share problems in several critical educational and employment areas:

- with the possible exception of Asian/Pacific women, their educational attainment is below the national average;
- their earning power is low, usually because they hold low-paying, low-status jobs and are poorly trained for better employment;
- despite low incomes, they are more likely to be heads of households and the sole source of support for their families;
- they are likely to be poor; and
- they are likely to face double or multiple discrimination based on race, age, marital status, economic status or handicap, in addition to discrimination based on sex.

GENERAL BARRIERS TO RE-ENTRY

The barriers faced by women from minority and other special populations attempting to return to postsecondary education are many. In addition to financial need (see page 8), these barriers include:

- **the "gilded cage image" of re-entry and continuing education programs.** As noted previously, some special population women are particularly likely to believe that these programs are for bored, middle-class, middle-aged housewives—especially when they are offered by institutions that have not been known for an energetic recruitment of, and welcome for, women from special populations as students, faculty, or staff. (Some minority women, in particular, may feel that white women have made substantially more progress in education and employment than non-white women and may resent the existence of special programs they perceive to have been created for an already-privileged group.)
- **concern that courses will not be connected to their employment, community and cultural needs.** Many re-entry women, especially minority women, may fear that traditional academic programs will not be relevant to their needs for career advancement and/or will serve to divorce them from their own

cultural background.

- **fear of "chilly waters."** The fear and/or prospect of being the "only one" from a special population group may discourage potential re-entry women from enrolling in some programs. Although women's centers can be vital in helping returning women "get their bearings," many minority and other special population women may feel uncomfortable in a women's center because of perceived racial and class differences. Yet they may feel equally uncomfortable in a minority or handicapped student center geared to 18-22 year old students.
- **lack of home and community support.** Like some majority women, some minority women and women from other special populations may lack the emotional and financial support of their spouses and children, or have difficulty in balancing school/family responsibilities and academic/community values. Minority women may encounter even more resistance from spouses whose own status and earning power may have been limited by race discrimination, and who may consequently feel especially threatened by the possibility that their wives will exceed them in job status and earning power.[37]
- **need for affordable child care.** Child care is a crucial concern for all women with young children—especially so for minority women, single parents, displaced homemakers and handicapped women with families. Low income women with children may find that the cost of child care coupled with tuition presents an absolute barrier to their participation in postsecondary education.
- **lack of affordable and safe transportation.** Inadequate transportation can prevent special population women from participating in postsecondary programs—particularly when courses are offered only at an on-campus site at a substantial distance from their workplace or home.

The drop-out rate for minority students is often high; this may be true for other special populations as well. However, these students may be "stopping out" rather than "dropping out." Minority students, for example, tend to attribute their withdrawal to non-academic reasons such as financial difficulties, marriage, or the desire to get practical work experience. (White students, in contrast, are more likely to attribute their withdrawal to academic reasons.) However, recent data indicate that students most likely to re-enter the same or a similar institution are those who left for non-academic reasons.[38]

GENERAL RECOMMENDATIONS

Although the general barriers noted above may not be directly caused by institutional policies and practices, institutions can take many steps to help re-entry women from special populations overcome them. Specific recommendations in major areas of institutional policy and practice are discussed in separate sections beginning below. However, colleges and universities may also wish to consider the following general actions. (As noted earlier, not all recommendations will be appropriate for all institutions.)

- **Develop recruitment strategies targeted at women from special populations and designed to dispel the "gilded cage" image.** Emphasize nontraditional career areas. (See specific recruitment recommendations, below.)
- **Avoid what may look like the "lone token" special population woman; ensure that several women from each of these groups are enrolled in a given program.** Seek the aid of minority and other women's organizations to identify interested women.
- **Involve the special re-entry population to be served in designing and evaluating appropriate academic programs.** Some institutions have worked with community groups and/or educational brokers to achieve this end; others have received feedback from organizations set up by their own students. (See page 11 for specific recommendations.)
- **Set aside a place where minority and other special population re-entry women can gather.** Counseling and minority centers at some institutions have provided space for such gatherings.
- **Acquaint members of the academic community with the special backgrounds of re-entry women from special populations.** As part of its program for Hispanic students, Hood College (MD) is developing a series of lectures, art exhibits and other events to introduce all faculty, staff and students to Hispanic culture.
- **Keep records on re-entry women from special populations who drop out or "stop out" to identify reasons for attrition.** Where particular institutional policies or practices—e.g., financial aid or internship eligibility—are implicated, consider modification.
- **Make a special effort to seek out women from special populations for faculty and staff positions.** Such women may not only serve as role models, but are also likely to be helpful in dealing with the problems re-entry students from these groups may face.
- **Train re-entry counselors and other staff to deal with the family and community conflicts that some women from special populations may face.** Hold staff workshops and invite representatives from minority and other women's organizations—as well as re-entry women from special populations who are already enrolled—to participate.
- **Hold orientation activities to which re-entry women and their families are invited.** Minority and other families are less likely to feel threatened by a woman's re-entry if they have visited the "competing" environment.
- **Identify child care facilities in the area which serve minority students.** Encourage these and other child care services to set up "scholarships" for children of minority students and/or establish affordable child care facilities on campus or in satellite locations.[39]
- **Offer classes in a variety of community locations—including community centers, work sites, churches and elsewhere, particularly where minority women are located.** Holding classes in the community not only lessens transportation problems, but may also help re-entry women bridge the gap between community and academic roles, and help them ease back into the academic context.[40]

RECRUITMENT

REACHING OUT

Women whose access to educational participation has been limited will not suddenly appear at the doorstep of an institution, despite a commitment and willingness to encourage access. If these women are to enroll, institutions must develop specific outreach efforts related to the personal, educational and community experience of women from special populations. For a detailed discussion on recruiting re-entry women generally, readers may wish to refer to "Recruitment and Admissions: Opening the Door for Re-entry Women," Project on the Status and Education of Women, Association of American Colleges, 1980. Pertinent recommendations from that paper are included in this paper as well.[41]

What the Institution Can Do

- **Set up a committee to evaluate the effectiveness of recruitment efforts aimed at women from special populations;** include women from special populations in this evaluation;
- **Compare current enrollment and local population data to determine which special populations are among the institution's re-entry women and which groups are not represented;**
- **Evaluate all general recruiting materials for inclusion of information about re-entry women from the various special populations in both text and pictures;**
- **Evaluate minority recruiting materials for inclusion of infor-**

mation about re-entry women;

- **Examine current minority recruitment programs to determine whether or not they are reaching potential re-entry women within minority populations;**
- **Develop material aimed specifically at re-entry women from special populations.** Alverno College (WI), for example, used a poster of a young mother holding a baby and asking, "Ready to go back to school?";
- **Encourage women applicants and students to tell other women about your program.** "Word-of-mouth" recommendations by peers is often the most effective way to recruit minority re-entry women;
- **Work with educational brokers and/or community organizations to recruit re-entry women from targeted groups.** HACER, Inc. (Hispanic American Career Educational Resources) works within the community to recruit Hispanic women for the Williamsburg site of the College of Staten Island (NY) Outreach Program;
- **Use terminology familiar to special populations.** If, for example, an institution emphasizes the availability of experiential credit as an incentive for enrollment, minority and other special population women are more likely to recognize their eligibility when a brochure indicates "community activity" rather than "volunteer work" as a criterion;
- **Design recruitment materials that emphasize future employment as well as the general educational benefits of returning to school;**
- **Provide materials in other languages, e.g., Spanish and/or Vietnamese, to potential re-entry students for whom English may be a second language;**
- **Disseminate materials throughout the community in places such as community centers and agencies, small neighborhood stores, supermarkets, shopping centers, health clinics, welfare or unemployment centers, churches, senior centers, minority centers and other places where they may reach members of special populations;**
- **Distribute information to minority media such as foreign language radio stations and neighborhood newspapers;**
- **Distribute re-entry materials to hospital staff and rehabilitation counselors who are likely to deal with handicapped women;**
- **Mail notices of special re-entry programs and other course offerings to parents of current undergraduate students who are members of special population groups;**
- **Publish a list of available funding sources including specific programs funded for minorities, displaced homemakers, older women and handicapped women.** Distribute this list as part of recruiting materials in order to inform these women that funds may be available to help them return to school;
- **Send press releases, recruitment information and/or notices about special programs to newsletters and other publications put out by organizations that serve women from special populations,** e.g., handicapped and minority women's groups;
- **Include the names of individual staff members in recruiting materials aimed at re-entry women from special populations.** Ensure that these contact people have necessary communication skills, e.g., bilingual skills or the ability to interpret for the hearing-impaired;
- **Contact local social service providers to inform them of special programs that may serve their students or clients.**[42] Kansas City Kansas Community College is developing a program to work with social service providers that identifies and gives individualized instruction to handicapped students, including re-entry women;
- **Develop programs or workshops about minority women and open them to the community.** The University of Michigan Center for Continuing Education for Women has done this;
- **Co-sponsor meetings, workshops and other activities with minority organizations, handicapped, senior citizens and other groups.** The Institute of Study of Older Adults administered by New York City Community College, Division of Continuing Education, has worked with a variety of such agencies; and
- **Urge local employers, unions and professional groups to provide opportunities for their employees from special populations to return to school.**

RECRUITING FOR NONTRADITIONAL FIELDS

With some exceptions, minority women and women from other special populations are generally absent from high-paying scientific, technical, management and professional fields, and women of re-entry age are more likely than their younger peers not to have considered such career directions. Within the last few years, however, some institutions have begun actively recruiting re-entry women into training programs to prepare them for occupations in engineering, the sciences, business management and other areas.

What the Institution Can Do

- **Conduct career awareness workshops for minority women, displaced homemakers, older women and other special populations specifically directed toward encouraging them to enter nontraditional courses of study and nontraditional occupations.** Workshops might include an exploration of interests, goals and future plans, as well as information about specific fields and required academic training;
- **Invite alumnae or other women from special populations employed in nontraditional fields to be guest speakers.** Such women can provide information and also serve as role models;
- **Offer free or low-cost vocational aptitude testing to disadvantaged women who are considering re-entry;**
- **Disseminate information on vocational and technical training programs to AFDC (Aid to Families with Dependent Children) case workers, CETA offices, welfare departments, etc.;**
  Co-sponsor nontraditional career fairs with organizations that serve women from special populations. Invite representatives from local industry and business; and
- **Work in conjunction with two-year colleges to facilitate professional engineering or management careers for minority women.** The Minority Women in Management Program at Polytechnic Institute (NY) provides counseling and remediation in mathematics for selected minority women enrolled in vocational programs at two-year colleges within the City University of New York. The women then transfer into a combined B.S. and M.S. degree program at Polytechnic where they can earn advanced degrees in management, computer science, or transportation engineering. (Although this program was not originally established as a re-entry program, most of its students had been out of school from five to seven years.)

ADMISSIONS AND REGISTRATION

For a detailed discussion of the barriers re-entry women generally may face in the admissions process and strategies for change, see "Recruitment and Admissions: Opening the Door for Re-entry Women," Project on the Status and Education of Women, Association of American Colleges, 1980. Institutions may also wish to consider the following actions to facilitate the admissions procedure for re-entry women from special populations:

- **Coordinate efforts of the adult education or re-entry staff with the minority center or counseling staff to help re-entry women from special populations deal with the admissions, financial aid and related offices;**

- **Ask re-entry women from special population groups to make a "trial run" through the current admissions process.** Use their experiences as a guide to identify problem areas and barriers;[42]
- **Educate admissions personnel about institutional policies regarding CLEP (College Level Examination Program) and other means of giving credit for academic and experiential learning.** Be certain staff is aware of those community services and other activities that may be credited by the institution, and able to help women from special populations identify their own eligibility for credit;
- **Accept the GED (General Educational Development) test, which is offered in braille, on audio cassettes, and in Spanish and other languages, in lieu of a high school diploma.** A significant number of potential re-entry women from special populations have not completed four years of high school;
- **Consider waiving application fees for applicants below a certain income level.** Many women from special populations are unable to afford these fees;
- **Provide assistance as needed to handicapped re-entry women throughout the admissions/registration process.** Designate a staff person in each relevant office to aid handicapped women, or have a re-entry or other counselor act as liaison; and
- **Provide over-the-phone or one-stop registration to make the procedure as accessible as possible to women who work, handicapped women and older women.**

FINANCIAL AID*

Limited resources for tuition and attendant educational expenses constitute a major barrier for re-entry women from many special populations. Minority students of any age may well be hampered by lack of funds so that "the energy that should be focused toward educational academic goals is diverted to 'survival' goals."[44] Re-entry women from special populations are likely to suffer most. In two-parent middle-class minority households a wife's earnings often comprise a larger percentage of total family income than does a wife's salary in similar majority households; thus, the minority woman cannot afford to stop working in order to return to school. Further, although many middle-class minority families place high value on education as the key to advancement, the cost of sending their child to college often makes impossible for women from such families to return to school without substantial financial aid. Minority women who are single parents—and thus perhaps most in need of education to upgrade their employment potential and their families' economic position—are likely to find tuition, child care and related expenses beyond the reach of their meager earnings. Moreover, some types of public assistance made available to minority and economically disadvantaged women may include legal restrictions that prevent its use for educational expenses.

Women from other special populations face similar financial problems: displaced homemakers have lost their means of economic support, elderly women are likely to be living on fixed incomes, and disabled women may have little if any discretionary income. However, re-entry women from special populations are increasingly eligible for targeted scholarship and other support from any number of public and private sources. Institutions can help overcome what might otherwise be an absolute barrier to successful re-entry by ensuring that re-entry women from special populations are aware of all available aid sources, and by developing institutional programs to "fill in the gaps" where possible. For a discussion of financial aid for re-entry women generally, see "Financial Aid: Helping Re-entry Women Pay College Costs," Project on the Status and Education of Women, Association of American Colleges, 1980. Some of the following recommendations were drawn from that paper.

What the Institution Can Do

- **Assign a financial aid officer(s) to act as liaison with re-entry, minority and handicapped program staff to work with special population re-entry women seeking financial assistance.** Educate all financial aid staff about the problems such women may face in funding their education;
- **Set up an institutional fund to help fill the gap between allowances under traditional needs assessment formulas and the likely economic status of re-entry women from special populations.** (Usually, financial aid packages cover only 80 percent of a full-time student's actual need; white middle-class families may be able to absorb this difference, while minority and other special population households often cannot.[45]);
- **Be certain financial aid offices and designated liaison staff are aware of public and private programs for which minority and other special population women may be eligible.** These include but are not limited to:
  - **Aid for handicapped persons** available from the Vocational Rehabilitation Program administered by the Department of Education. (In general, these federal funds supplement state and local programs.);
  - **Aid for American Indians** through the Department of Interior, Bureau of Indian Affairs (for undergraduate education) and the Department of Education (for professional and graduate education). Tribal higher education offices and some state governments also have scholarship assistance programs;
  - **Aid for welfare recipients, the underemployed and the unemployed may be available through:**
    - the Aid to Families with Dependent Children (AFDC) program, which may provide child care and other funds to low-income mothers involved in training programs;
    - the Work Incentive program (WIN) which provides funds for tuition and training, as well as for living expenses and transportation, to low-income unemployed mothers; and
    - the Comprehensive Education and Training Act (CETA), which may provide funds for education or skill training;
  - **Aid for minorities through a wide range of state and federal government and private funding sources, as well as professional associations and other organizations.** Many guides to such sources are available, including separate directories of financial aid sources for minority students in law, business, education, and journalism/communication. (See resource list for publishers and additional information.);
  - **Aid for graduate students (particularly minorities and women) who have been traditionally underrepresented in professional careers through the Graduate and Professional Opportunities Program;**
  - **Aid for legal training for persons from disadvantaged backgrounds through the Council on Legal Education Opportunity (CLEO) program;**
- **Meet with AFDC, WIN and/or CETA personnel to inform them of educational possibilities for persons participating in their programs.** Often administrators of these programs—which vary greatly by state or locality—are not aware of available opportunities for postsecondary education. De Anza College (CA) initiated a summer awareness campaign to encourage

*Several of the programs and resources listed in this section—such as the CETA program—are currently under reconsideration at the federal level. Institutions will want to keep apprised of changes. Additionally, institutions may wish to consult sources such as *The Interaction of Public Assistance and Student Financial Aid* (see resource list for additional information) to evaluate the impact of overlapping public assistance and student financial aid programs.

social service and referral agencies to recruit students and inform them of available aid, and to train and inform case workers and other agency personnel about educational benefits in relation to welfare benefits;

- **Develop institutional scholarship or fellowship programs for students from special population groups and ensure that returning women are given full consideration.** The C.I.C. Universities (eleven major midwestern universities who are members of the Committee on Institutional Cooperation) have established C.I.C. Minorities Fellowship Programs for graduate study in a variety of fields;
- **Investigate state aid sources to determine if special allocations or programs have been designated for re-entry women from special populations.** Maryland, for example, has set aside vocational education funds for use by displaced homemakers under a voucher system;[46]
- **Investigate public and private sources of funding designated for programs designed to serve special populations.** Title IV-A of the Older Americans Act funded development of courses offered by the Institute of Study for Older Adults (ISOA) administered by New York City Community College, Division of Continuing Education;
- **Make certain that financial aid administrators are familiar with changes mandated by the Higher Education Amendments of 1980** which allow institutions to use up to 10 percent of federal allocations under Supplemental Educational Opportunity Grants Programs (SEOG) and College Work-Study programs to aid less-than-half-time students. Many re-entry women from special populations may be able to enroll only on a less-than-half-time basis; and
- **Compile a list of local employers who have tuition refund programs, and alert women from special population groups to the possibility that their employers may be willing to defray educational costs.**

SUPPORT SERVICES

Support services can be especially important to re-entry women from special populations. Because many such services—for example, transportation, student health services and medical insurance, student employment and placement services—are crucial for *all* re-entry women, the Project on the Status and Education of Women has published separate papers on basic support services, child care, counseling, and basic skills and refresher courses. Many of the recommendations made in these papers will also help institutions serve women from special populations, and readers interested in a particular area may want to refer to the relevant paper for general suggestions and additional information. However, re-entry women from special poulations also need support services geared to special needs.

Among the most important of these are academic, career and personal counseling, and basic skills help, which are discussed more fully on page 10. A selected list of additional ways in which institutions can be of help follows:

Information Services

- **Establish a newsletter for re-entry women from special populations.** Project Chance, Brooklyn College (NY) uses its newsletter as a way to keep in touch with the minority women it counsels after they have entered the college's regular program. The newsletter helps maintain a support network and keeps peer role models visible for re-entry women;
- **Devote a portion of the re-entry or continuing education program's newsletter to activities for women from special populations.** The Center for Continuing Education for Women at Valencia Community College (FL) regularly covers activities of their displaced homemaker's program; and
- **Issue a directory of campus offices and/or contact persons that serve re-entry women from special populations.** Include the names and phone numbers of those in re-entry, minority affairs, and other offices, as well as liaison persons in financial aid, campus employment and administrative offices. Currently enrolled women who are willing to help may also be listed as resource persons.

Transportation[47]

- **Work out agreements with community bus lines.** After re-entry and nontraditional students at Edmonds Community College (WA) participated in a study of transportation preferences and problems, the college reached an agreement with the city by which the municipal bus system would use the college and senior centers as regular bus route terminals;
- **Arrange for dial-a-ride or dial-a-bus programs.** Frequently sponsored by local offices on aging, senior centers, retirement homes, etc., these programs usually pick people up at central points and deliver them to shopping centers, medical centers, college campuses and other locations. Some programs will also transport people to any specific local destination;
- **Investigate rural transportation services.** Rural communities in Iowa have a county-operated program called "SEATS" (State Elderly Area Transporatation System) which provides door-to-door transportation on 24-hour advance notice;
- **Explore state and/or federal funding for transportation services that can serve older and/or handicapped re-entry women.** A few colleges have purchased minibuses or jitneys with federal, state and/or local funds such as those available under Title III of the Older Americans Act administered by the Administration on Aging of the U.S. Department of Health and Human Services. The University of Nevada, Reno, coordinates the use of its own jitneys with city buses to provide transportation for people living within a 20-mile radius of Reno who need a ride to campus; and
- **Minimize transportation problems on campus by clustering classrooms, offices and other facilities likely to be used by re-entry women.** Harvard University (MA), for example, uses the Dudley House for non-resident undergraduates to house the Institute for Learning in Retirement, the continuing education offices, a library, and a cafeteria. Where such consolidation is not possible, an institution might make a particular effort to locate on-campus classes for re-entry women close to the library, cafeteria and administrative offices.

Health Care Services and Medical Insurance

- **Ensure that all health care services are free of inadvertent age discrimination.** If necessary, train and/or expand the health care staff to include professionals familiar with problems common to older women;
- **Provide inservice training to health care staff to familiarize them with health problems common to minority group members,** such as hypertension among black women and malnutrition among American Indian and/or low-income women;
- **Be certain that the health services staff includes personnel with necessary communication abilities,** such as bilingual skills or the ability to interpret for the hearing-impaired.
- **Ensure that medical insurance plans are free of age limitations** which may have a discriminatory impact on older women and displaced homemakers; and
- **Offer students, including single parents, the opportunity to purchase family medical insurance.**

Extracurricular Activities

- **Develop extracurricular activities for re-entry women from special populations and their families.** Some re-entry programs invite women and their families to a general orientation activity;
- **Sponsor extracurricular activities for disabled students, including re-entry women, whenever possible.** For example, offer captioned films for the hearing-impaired and field experiences for the visually-impaired; and

- **Plan extracurricular activities that will acquaint the general academic community with the cultural backgrounds of re-entry women from special populations.** As previously noted, Hood College (MD) has included a concert of Hispanic music, a series of movies by Spanish director Luis Bunel, and an exhibit of Puerto Rican posters in its developing program for Hispanic students.

COUNSELING AND BASIC SKILLS

Most re-entry women can benefit greatly from counseling services; however, academic, career and personal counseling is often crucial for the successful re-entry of women from special populations. These women may need particular help to identify and build confidence in their own skills and abilities; to set clear career goals (possibly including a transition from traditional "women's jobs" to better-paying nontraditional fields); to learn how to balance school, work and family responsibilities; and to build—or to cope with the lack of—community and family support. Individualized counseling, starting before admission and continuing throughout enrollment, can play a major role in preventing attrition among re-entry women from special populations. Institutions with ongoing re-entry programs have increasingly made counseling a significant component of them, sometimes by training particular members of the regular counseling staff to work with re-entry women.

For a more complete discussion of this area and re-entry women generally, see "The Counseling Needs of Re-entry Women," Project on the Status and Education of Women, Association of American Colleges, 1980. Some of the recommendations that follow also appeared in that paper.

What the Institution Can Do

- **Identify those offices, persons, groups or programs on campus that can offer counseling to re-entry women from each special population group,** e.g., minority affairs offices, programs for the handicapped, etc. Be certain at least one person in each office is aware of the particular problems re-entry women may face, and trained to offer appropriate support and guidance;
- **Coordinate counseling efforts of pertinent offices on campus, such as the re-entry office and the office of minority affairs;**
- **Evaluate counseling programs, materials and tests for bias concerning sex and age;**
- **Conduct intake interviews to assess each student's basic skills, discuss her goals and plans, and evaluate potential problem areas (including factors such as family or community opposition, the need to juggle multiple roles, etc.).** Staff of Project Chance, Brooklyn College (NY), work individually with each potential re-entry student;
- **Arrange with educational brokers, community or other organizations to provide specialized counseling services.** HACER, Inc. (Hispanic American Career Educational Resources) counsels re-entry women enrolled in the Williamsburg site of the College of Staten Island (NY) Outreach Program. HACER provides both orientation and intervention counseling: a staff person attends each evening class throughout the first portion of the term, and contacts students who are absent to discuss problems. Staff remain on call throughout the semester. Other minority organizations, as well as local groups of displaced homemakers, rehabilitation agencies, etc. may be able to provide similar services;
- **Keep in contact with women who have been counseled through special publications and other means.** Project Chance, Brooklyn College (NY) communicates with its counselees through a newsletter that also helps keep role models available for new students;
- **Maintain active counseling efforts throughout each student's enrollment.** Women from special populations may be particularly hesitant to seek help with home or campus problems, and may let academic work suffer unnecessarily;
- **Be certain counselors have the necessary language skills and the awareness of cultural backgrounds to effectively serve re-entry women from special populations.** Miami-Dade Community College (FL) offers group counseling to displaced homemakers provided by a bilingual staff;[48] Blackfeet Community College, Browning (MT) has established a counseling center for American Indian women who are single heads of households, working women, and/or older women. The center provides financial aid stipends and child care services, as well as counseling for nontraditional careers;
- **Assess needs through home or neighborhood visits.** Staff of the Women's Program of the Indo-Chinese Cultural Center, Portland (OR) visit Asian refugee women. Bilingual interpreters aid in counseling and outreach efforts, which also serve handicapped refugee women. A "pre-re-entry" program, the Women's Program, teaches basic survival skills and essential English, and has successfully channeled participants into job placement and English-as-a-second-language programs;
- **Establish a peer counseling system.** Re-entry women from special populations often benefit greatly from the support and understanding peer counseling provides. Some institutions, such as Miami-Dade Community College (FL), offer both peer and professional group counseling, while HACER, Inc. (see above) trains successful re-entry women to become peer counselors for new students;
- **Incorporate counseling content into courses offered to returning women students.** Several institutions now offer courses or workshops in adult life skills. The Adult Life Resource Center at the University of Kansas, for example, offers a workshop that focuses on the changes and problems associated with various stages of adult development and strategies to deal with them. The workshop is open to students, staff, and professionals in the field and the public; Old Dominion University (VA) offers a course entitled "Black Women and Identity" designed for black women of all ages (others may also attend);
- **Provide career counseling programs that help women from special populations become aware of job possibilities in nontraditional fields.** The Eugene (OR) Displaced Homemakers Program, for example, works with the Women's Awareness Center of Lane Community College to offer an industrial orientation program. Tompkins-Cortland College (NY) offers women counseling, testing and placement in occupation training programs which include work experience;[49]
- **Develop counseling programs for re-entry women from special populations who are pursuing graduate degrees in nontraditional areas as well as to those seeking vocational and/or undergraduate credentials.** The Minority Women in Management Program, Polytechnic Institute (NY), provides such counseling for its BS/MS students; and
- **Extend counseling services to all re-entry graduate women from special populations.** Minority women, displaced homemakers and women from other special populations who are pursuing graduate work may need additonal support. There is some evidence that women returning to graduate school may encounter more resistance from family and friends than returning undergraduates.[50]

Basic Skills Programs and Refresher Courses

A significant number of re-entry women from all backgrounds may initially lack confidence in their academic abilities and/or need remediation in language, math and

science skills. This may be especially true, however, for women from special populations. Basic skills help—provided both before and during enrollment—can play a vital role in the recruitment and retention of minority women, women from disadvantaged backgrounds, displaced homemakers, single parents, handicapped women, and older women who have been out of school for a prolonged period. Increasing numbers of institutions now offer basic skills programs to their traditional-age undergraduates; these programs can often be tailored to serve re-entry women from special populations. Other institutions have found ways to work cooperatively with community organizations to provide basic skills training. For a more general discussion of this area, see "Confidence and Competence: Basic Skills Programs and Refresher Courses for Re-entry Women," Project on the Status and Education of Women, Association of American Colleges, 1980. Some of the recommendations included here were also made in that paper.

What the Institution Can Do

- **Evaluate all general recruiting materials and catalogues to see that they include information about basic skills programs for re-entry women from special population groups;**
- **Offer basic skills programs in Spanish and/or other languages;**
- **Develop basic skills programs in which English is taught as a second language.** The women's program at San Jose City College (CA) offers a one-semester college preparation program designed for women whose primary language is not English. The class is also open to women who desire training in basic English before beginning regular college classes, and is given for credit;
- **Provide re-entry women from special populations with a head-start summer orientation program to help with writing and mathematics, and to familiarize them with college course work and examinations;**
- **Offer special skills and review workshops at campus minority offices.** The University of Minnesota has four learning resource centers designed to serve American Indians, blacks, Hispanics, and Asians. The centers provide tutoring and summer institutes, and some also offer bilingual classes in math, reading and study skills;
- **Arrange for program graduates to provide peer tutoring in basic skills to newly enrolled students.** The National Congress of Neighborhood Women (NCNW), in cooperation with La Guardia Community College (NY), has set up such a system as preparation for an Associate of Arts program offered by the NCNW and the College;
- **Establish a program to assist disabled students.** The Educational Diagnostic Clinic at De Anza College (CA) assists students with learning disabilities through testing, counseling and tutoring. Students are tested not only to determine academic achievement levels, but also to determine how they best learn, e.g., visually, aurally, etc. Individual programs are designed to help mainstream these students, which include both re-entry women and members of minority groups;
- **Publish a list of basic skills programs designed for women from special populations, and distribute it to groups that work with them,** such as minority offices or centers on campus, local minority organizations, displaced homemakers' groups, senior citizens centers, social agencies, hospitals, and rehabilitation counselors;
- **Design basic skills courses geared to the interests and experiences of women from special population groups.** Working in conjunction with the Williamsburg site of the College of Staten Island (NY) Outreach Program, the Hispanic American Career Educational Resources Center (HACER, Inc.) has devised a course to develop college listening skills by having students discuss personal experiences and then identify the major points and main ideas expressed;
- **Offer televised courses in reading and study skills, math anxiety, exam skills, etc.** Televised basic skills courses can easily reach single parents with small chidren at home, handicapped women, and older women, and can also enhance recruitment efforts;
- **Provide basic skills programs on audio cassettes.** Like televised basic skills courses, these will allow re-entry women from special populations to work at home at their own pace, and can be especially important for visually-impaired and other disabled women. Some audio tape programs are geared to the elderly. The Senior Center Humanities Program of the National Council on Aging is designed to introduce literature, history, philosophy, sociology and anthropology to older persons;
- **Offer a study skills and reading workshop especially for women in transition** such as single parents, widows and displaced homemakers. At the University of California at Santa Barbara, the Women's Center Newsletter publishes notices of "Women in Transition Programs and Workshops";
- **Establish a referral service so women will know of off-campus resources in their community that may offer basic skills help, and ensure that counselors and others working with them are familiar with local resources.** Displaced homemakers, for example, may be referred to local displaced homemaker groups for programs that provide basic skills workshops and training;
- **Offer classes in how to combine the roles of student and single parent.** Humboldt State University (CA) has a two-unit sociology course called "Single Parents at the University"; and
- **Inform academic counselors about basic skills and refresher courses for special populations.** Many students in these groups often do not know how to seek help with academic programs or feel that asking for help is a sign of inadequacy. Informed counselors can recommend special services as a matter of course.

CURRICULUM, SCHEDULING AND COURSE PLANNING

Often working in cooperation with community organizations, minority and other women's groups, educational brokers and/or other postsecondary institutions, many colleges and universities have found ways to modify curricular offerings, course schedules and class locations to foster the participation of re-entry women from special populations. A host of modifications that can attract and serve the general re-entry population are discussed in "Earning a Degree: Alternative Options for Re-entry Women," and "Re-entry Women: Part-Time Enrollment, Full-Time Commitment," Project on the Status and Education of Women, Association of American Colleges, 1980. The possibilities for innovations that can extend educational opportunities to re-entry women from special populations are as diverse as the needs and circumstances of the various special populations and of institutions themselves. The following are illustrative of several types of approaches.

What the Institution Can Do

- **Design re-entry programs specifically for women from particular special population groups.** The University of California, Santa Barbara, has developed such a program for re-entering Chicanas. Initiated by Chicana students with the aid of the University's Women's Center, Re-entry Program, and the Chicano Educational Opportunity Program, the program is being expanded to include support services such as counseling, basic skills training and child care. Incarnate

Word College (TX) offers a college entry and re-entry program for women of retirement age, single parents, and women for whom English is a second language. The program, called WENCOE (Women in Education: New Careers, Opportunities, Experiences) is currently being expanded to include a "transition to college" outreach program;

- **Join with other institutions to set up programs that can offer regular college courses to re-entry women from special populations.** Pioneers, a program for involving men and women 55 and over in regular undergraduate college classes and extracurricular activities, offers on-campus courses at New England College (NH), the University of Maryland, Cedar Crest College (PA) and North Shore Community College (MA). Elderhostel, a summer program for older adults, makes classes available at institutions around the country;
- **Offer short courses, weekend courses, evening courses, or courses scheduled in blocks of time convenient for students from special populations.** The Pioneers program (above) features two-week course modules; C.W. Post Center of Long Island University (NY) offers weekend colleges in which degrees can be earned by intensive weekend study; several institutions provide basic skills courses to re-entry women and displaced homemakers during the hours children are most likely to be in school;[51]
- **Design curricula for special populations that combine academic with career, community and culturally oriented materials. Seek input from re-entry women in the curriculum development process.** Many institutions have found that re-entry women from special populations are most likely to enroll in and complete programs when courses are closely related to daily needs and experiences. La Guardia Community College (NY) in cooperation with the National Congress of Neighborhood Women (NCNW) has worked in conjunction with students in NCNW's college outreach program to develop such curricula. Hood College (MD) includes courses in Hispanic heritage in its all-college program for Hispanic students. Deganawida-Quetzlecoatle University (DQU) (CA), a Chicano and American Indian junior college, offers a unique tri-cultural interdisciplinary curriculum that combines indigenous epistemologies with Euro-American approaches;
- **Consider implementing an "inverted curriculum"** in which more theoretical and abstract courses *follow* courses that emphasize the concrete and experiential. For example, psychology faculty might offer a course in group dynamics before, rather than after, an introduction to psychology course. HACER, Inc. has developed such an approach for the re-entry women attending the Williamsburg site of the College of Staten Island (NY) Outreach Program;
- **Offer courses in community settings, such as community centers, work sites, churches and elsewhere.** Many ongoing programs for re-entry women from special populations have brought the classroom to the community. The National Congress of Neighborhood Women, for example, has offered its Associate of Arts program in a variety of community settings since 1975;
- **Use television or other media to offer courses to older students, handicapped students, single parents and others at group learning sites or in at-home situations.** Senior University of the Bay Area (CA), offers televised courses to older adults at several senior centers and some group residential facilities. Students view and discuss courses with each other and, by teleconferencing, with instructors and guests. Queensboro Community College of the City University of New York offers a similar program for handicapped students; and
- **Plan educational programming in cooperation with social service agencies.** The Community College of Allegheny County (PA) offers a program called "Late Start" designed for disadvantaged older adults. The agencies provide the students and the outreach sites, while the college offers a 10-week course program.[52]

BRIDGING THE GAP: TRANSFER POLICIES BETWEEN RE-ENTRY AND REGULAR PROGRAMS AND BETWEEN TWO-YEAR AND FOUR-YEAR INSTITUTIONS

A large percentage of re-entry women from special populations initially gain access to postsecondary education through two-year colleges. Few, however, transfer to four-year institutions and go on to earn the bachelors or advanced degrees that would prepare them for advanced professional, technical or management positions.[53] Sometimes, in fact, two-year degrees can become a barrier to educational and occupational advancement. Women who have earned such degrees and wish further education may discover that few of the credits they have earned are transferable to four-year institutions. (For a discussion of transfer policies as they affect re-entry women generally, see "Barriers to Re-entry Women: College Transfer Policies, Residency and Graduation Requirements," Project on the Status and Education of Women, Association of American Colleges, 1980.)

The need for clear transfer policies and workable transfer arrangements between special outreach programs and two-year and four-year institutions is acute if re-entry women from special populations are to develop their full educational and employment potential.

What the Institution Can Do

- **Evaluate institutional policies for accepting transfer students from two-year colleges for any disproportionate impact on re-entry women from special populations;**
- **Designate particular staff in registrars' or admissions offices to act as liaison between local community and junior colleges, and community outreach programs.** Be certain these staff persons also coordinate their efforts with the office of minority and/or special student affairs, and re-entry or continuing education programs;
- **Work with community organizations or educational brokers to help students transfer from local outreach into B.A. programs.** The National Congress of Neighborhood Women has co-sponsored community Associate of Arts programs with various institutions and is now designing a B.A. program. HACER, Inc. works with alumnae of the Williamsburg site of the College of Staten Island Outreach Program to help them transfer between colleges;
- **Establish targeted programs which facilitate transfer for re-entry women from special population groups.** The Minority Women in Management Program at Polytechnic Institute (NY), mentioned earlier, helps minority women enrolled in vocational programs at two-year colleges within the City University of New York system transfer into a combined B.S./M.S. program at Polytechnic where they can earn advanced degrees in management, computer science, or transportation engineering; and
- **Publish a guide that specifies which courses given at nearby two-year institutions (and/or in special programs for returning women) will be accepted in transfer and what requirements they fulfill.** Make the guide available to re-entry women from special populations and the offices—re-entry, minority or special student affairs—they are likely to deal with. For example, Old Dominion University (VA), a four-year institution, publishes a transfer guide detailing which courses at any of the state community colleges will fulfill requirements at Old Dominion. The guide matches specific courses given at the local two-year institutions with courses at Old Dominion, giving the exact number of credits transferable from the two-year schools. (Publishing such a

state or regional guide can encourage community college students to apply to a four-year institution, and can be an effective recruiting tool among re-entry women from special population groups.)

LEGAL CONSIDERATIONS

Federal laws and regulations related to institutional policies and practices which affect special populations of re-entry women include the following:[84]

Title IX of the Education Amendments of 1972.
Title IX generally prohibits discrimination against students on the basis of sex in all federally assisted educational programs and activities. Institutional policies must be the same for both sexes. Additionally, policies and practices which are ostensibly fair but which disproportionately affect one sex more than the other may in some instances be considered discriminatory.[85]

Titles VI and VII of the Civil Rights Act of 1964.
Title VI prohibits discrimination on the basis of race, color and national origin in all federally assisted programs and activities. Minority women students are thus protected by both Title VI of the Civil Rights Act and Title IX of the Education Amendments of 1972. Additionally, minority women, including students, who are employees of an educational institution, are covered by Title VII of the Civil Rights Act which prohibits discrimination in employment on the basis of race, color, religion, national origin or sex.

The Age Discrimination Act of 1975.
This Act generally prohibits discrimination based on age in federally assisted programs and activities. Age is not defined: the Act prohibits discrimination on the basis of age *at any age*. Thus, policies or practices which restrict admission of women (or men) into a particular program because they are "too old" violates the Act. Additionally, policies and practices which seem reasonable for students 18-22 may inadvertently discriminate against older women (or men). For example, if older applicants have more difficulty transferring credits between two-year and four-year institutions, there may be a violation of the Act.[86]

Section 504 of the Rehabilitation Act of 1973.
Section 504 prohibits discrimination against otherwise qualified women (and men) solely on the basis of handicap in federally assisted programs and activities. Educational institutions, as well as vocational programs, must be adapted to the needs of handicapped students by elimination of physical barriers that prevent access, and/or by:

- provision of other adaptations (such as assigning classrooms to accessible locations);
- provision of auxilliary aids or other effective means of making course content accessible (such as providing interpreters for hearing-impaired students); and
- appropriate adjustment of academic requirements (such as the substitution of art appreciation for music appreciation in the case of hearing-impaired students, and/or the allowance of additional time to meet degree requirements).

The text of the regulation itself includes examples of special aids, adaptations and services.[87]

CONCLUSION

By recognizing the history and acknowledging the experience and culture of re-entry women from special populations, institutions can modify existing programs and/or develop new ones to successfully recruit and retain a significant population still largely unserved by postsecondary education. Moreover, in their efforts to provide educational opportunities to re-entry women from special populations, institutions can enrich the experience of the entire campus by introducing a variety of perspectives, and can strengthen ties with the larger community through cooperation with social service agencies and with minority and other organizations.

NOTES

[1] *Higher Education Daily*, August 27, 1980, p. 4.

[2] Such programs are generally also open to qualified men who wish to enroll.

[3] For further discussion of black women's perception of white women as members of a privileged class whose concerns differ from their own, see Barbara Eichelbarger, "Voices on Black Feminism" in *Quest*, Spring 1977, Vol. 3, No. 4, p. 16.

[4] Section 504 of the Rehabilitation Act of 1973: Handicapped Persons Rights under Federal Law. While some conditions—such as cancer or diabetes—may not constitute immediate overt handicaps, persons suffering from or having a history of such diseases are protected from discrimination under the law. (Alcoholics and drug addicts are also considered handicapped.) Among advocacy groups, some prefer the term "disabled" and others the term "handicapped." Section 504 uses the latter; this paper uses both interchangeably. For further information, see the legal section of this paper.

[5] Although minorities are disproportionately economically disadvantaged, each minority group also has a strong and viable middle class.

[6] The Association of American Colleges, for example, has recently established the Minority Achievement Program which provides small grants to member institutions to promote the development of programs designed to support the education of minority students in such areas as recruitment, retention, advising and counseling, and transfer between 2-year and 4-year institutions.

[7] See, for example, *Resource Guide for Vocational Educators and Planners: Helping Displaced Homemakers Move from Housework to Paid Work Through Vocational Training*, Education Development Center, Newton, MA, 1980. For a description of this Guide, see the resource section of this paper.

[8] The Project on the Status and Education of Women, Association of American Colleges, has discussed these barriers in a series of separate papers including: "Barriers to Re-entry Women: College Transfer Policies, Residency, and Graduation Requirements," "Campus Child Care: A Challenge for the 80's," "Financial Aid: Helping Re-entry Women Pay College Costs," "The Counseling Needs of Re-entry Women," "Obtaining A Degree: Alternative Options for Re-entry Women," "Recruitment and Admissions: Opening the Door for Re-entry Women," "Student Support Services: Re-entry Women Need Them Too," "Confidence and Competence: Basic Skills Programs and Refresher Courses for Re-entry Women," "Re-entry Women: Part-Time Study, Full-Time Commitment," and "Re-entry Women and Graduate School."

[9] Generally, women and men of mixed ancestry are considered minority members and are eligible to participate in financial aid and other special programs for minority groups. However, they may also face special problems of cultural identity and need additional counseling or other assistance in "finding their place" on campus.

[10] For a discussion of these issues, see Diane K. Lewis, "A Response to Inequality: Black women, Racism, and Sexism" in *Signs: Journal of Women in Culture and Society*, 1977, Vol. 3, No. 2, pp. 339-361.

[11] Much of the general data in this paper was gathered from a series of conferences sponsored by the Women's Research Program, Program on Learning Development, National Institute of Education, Washington, DC. Separate reports were issued on the educational and occupational needs of each of the following groups: Asian Pan-American women, American Indian women, Black women, Hispanic women, and White Ethnic women. (See resource section for further information.)

[12] Centers around the country are now being established to gather information on specific minority groups and to make recommendations for educational and public policy—e.g., the Center for Chicano Research at Stanford University (CA), and the Black Women's Educational Policy and Research Network at the Wellesley College Center for Research on Women (MA). Information about many special population groups (based on 1960 and 1970 census data and on the Survey of Income and Education for 1976) is available in *Social Indicators of Equality for Minorities and Women*, A Report of the United States Commission on Civil Rights, Washington, DC, 1978.

[13] Donna Hart, "Enlarging the American Dream," *American Education*, May 1977, Vol. 13, No. 4, reprinted by the Project on the Status and Education of Women, Association of American Colleges, 1977, unnumbered pp. 5-7.

[14] *Ibid.*

[15] Beginning with the 1970 census, four standards were used to identify Hispanic Americans: birthplace and birthplace of parents; mother tongue; Spanish family name; and Spanish origin.

[16]See also "Minority Women and Higher Education #2: Spanish Speaking Women and Higher Education," Project on the Status and Education of Women, Association of American Colleges, March 1975.

[17]Hart, unnumbered, p. 4.

[18]*Ibid.*

[19]"Minority Women and Higher Education #2," p.2.

[20]*Women of Spanish Origin in the United States*, p. 3. Published by the U.S. Dept. of Labor Employment Standards Administration, Women's Bureau, 1976.

[21]One reason for these differences, as well as for differences in educational levels among Hispanic sub-groups, is the number of highly-educated Cuban-Americans who have emigrated to the United States.

[22]See Josephine Nieves and Margaret Martinez, "Puerto Rican Women in Higher Education in the United States," *Conference on the Educational and Occupational Needs of Hispanic Women*, National Institute of Education, 1980, pp. 87-93 and Theresa Aragon Stepro, "Impediments to Hispanic Women Organizing," *Ibid*, p. 122.

[23]Conversation with Owanah Anderson, Director, National Women's Program Development, Inc., OHOYO Resource Center, Wichita Falls, TX. For additional information, see Helen Maynor Scheibeck, "Current Educational Status of American Indian Girls," *Conference on the Educational and Occupational Needs of American Indian Women*, National Institute of Education, October 1980, pp. 63-81.

[24]Office of Special Concerns, Dept. of HEW (now HHS), "A Study of Selected Socio-Economic Characteristics of Ethnic Minorities Based on the 1970 Census," *American Indians*, Vol. 3, p. 54ff.

[25]Clara Sue Kidwell, "The Status of American Indian Women in Higher Education," in *Conference on the Educational and Occupational Needs of American Indian Women*, pp. 90-91.

[26]"Issues of Special Significance in Minority Women's Resolution," OHOYO, National Women's Program Development, Inc., OHOYO Resource Center, Wichita Falls, TX, July 1980, p. 7.

[27]The federal government, which is the largest employer of American Indian women, also employs American Indians in fields such as geology, etc. However, few American Indian women currently hold such positions.

[28]"Profile of the Single Mother and Her Educational Needs," *Neglected Women: The Educational Needs of Displaced Homemakers, Single Mothers and Older Women*, National Advisory Council on Women's Educational Programs, Washington, DC, 1977, p. 19.

[29]Pam Mendelsohn, *Happier by Degrees, A College Re-entry Guide for Women*, E.P. Dutton, New York, 1980, pp. 71-72.

[30]According to *Vocational Counseling for Displaced Homemakers: A Manual*, " 'Displaced homemaker' is a grass roots term coined in California in 1975 . . . (and) now is used to identify men and women eligible for targeted employment assistance programs." It has been "built into federal and state laws" dealing with these and related matters. For additional discussion of the educational needs of displaced homemakers, see *Vocational Counseling for Displaced Homemakers*, Education Development Center, Newton, MA, 1980.

[31]Ruth Weinstock, *The Graying of the Campus*, Educational Facilities Laboratories, New York, 1978, pp. 36-37.

[32]Harriet Miller, *Double Jeopardy*, National Retired Teachers Association, 1977, p. 2.

[33]See Weinstock, *The Graying of the Campus*, Educational Facilities Laboratories, 1978; and "Student Support Services: Re-entry Women Need Them Too," "Obtaining A Degree: Alternative Options for Re-entry Women," and "Re-entry Women—Getting An Education Without Getting A Degree . . .", Project on the Status and Education of Women, Association of American Colleges, 1980.

[34]J. Corbett O'Toole and Ce Ce Weeks, "*What Happens After School? A Study of Disabled Women and Education*, Women's Educational Equity Communications Network, Washington, DC, 1978, p. 5.

[35]*Ibid.*, pp. 21-22.

[36]For a discussion of several such innovations that can serve handicapped re-entry women, see "Obtaining A Degree: Alternative Options for Re-entry Women," Project on the Status and Education of Women, Association of American Colleges, 1980.

[37]For a discussion of this and related issues, see Lewis, pp. 345ff.

[38]Michael A. Olivas, *The Dilemma of Access: Minorities in Two-Year Colleges*, Institute for the Study of Educational Policy, Howard University Press, Washington, DC, 1979, pp. 39ff.

[39]See "Campus Child Care: A Challenge for the 80's," Project on the Status and Education of Women, Association of American Colleges, 1980.

[40]For a more detailed discussion of innovative approaches to course location and scheduling, see "Obtaining A Degree: Alternative Options for Re-entry Women," Project on the Status and Education of Women, Association of American Colleges, 1980; and "Curriculum, Scheduling and Course Planning," pp. 11-12 in this paper.

[41]Other publications by the Project on the Status and Education of Women discuss recruitment of minority women of all ages. These include "Recruiting Women for Traditionally Male Careers: Programs and Resources for Getting Women into the Men's World," 1977. Regional representatives for displaced homemakers and a host of special recruiting strategies are listed in *Resource Guide for Vocational Educators and Planners*, *Helping Displaced Homemakers Move from Housework to Paid Work Through Vocational Training*, Education Development Center, Newton, MA, 1980. Additionally, organizations which may be of help to institutions that wish to develop programs for minority women and women of other special populations are cited in the resource section of this paper.

[42]*Resource Guide for Vocational Educators and Planners*, p. 8.

[43]*Resource Guide for Vocational Educators and Planners* suggests setting up such a procedure for displaced homemakers.

[44]See *The Summer of Seventy-Eight: A Creative Response to the Higher Education of Minorities*, Office for Minority and Special Student Affairs, University of Minnesota, 1979, p. 15.

[45]*The Summer of Seventy-Eight*, p. 9.

[46]*Resource Guide for Vocational Educators and Planners*, p. 17.

[47]Several of these recommendations are drawn from Weinstock.

[48]*Neglected Women*, p. 17.

[49]*Neglected Women*, pp. 16-17.

[50]Angelica Brennan, "Some Shifts in Psychological Stresses Reported by Re-entry Women in Education," paper presented at the National Women's Studies Association Conference, 1979; abstracted in *FRONTIERS: A Journal of Women's Studies*, Vol. 5, No. 1, Spring 1980, p. 4.

[51]For further discussion of these scheduling options, see "Obtaining A Degree: Alternative Options for Re-entry Women," Project on the Status and Education of Women, Association of American Colleges, 1980.

[52]Weinstock, pp. 83-84.

[53]For a discussion of this problem as it affects minority students of all ages, see *Minorities in Two Year Colleges: A Report and Recommendations for Change*, Institute for the Study of Educational Policy, Howard University, Washington, DC, 1980.

[54]For a description of Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964 and other legislation generally applicable to women as students and/or employees of educational institutions, see the chart "Federal Laws and Regulations Prohibiting Sex Discrimination in Educational Insitutions," Project on the Status and Education of Women, Association of American Colleges, 1979.

[55]For example, some women's groups maintain that policies which do not allow part-time study are discriminatory against women, since a disproportionate number of women—especially re-entry women—are precluded by job and/or family responsibilities from attending school on a full-time basis.

[56]See "The Age Discrimination Act of 1975 and Women on Campus," Project on the Status and Education of Women, Association of American Colleges, 1978.

[57]For additional information, see O'Toole and Weeks, *What Happens After School? A Study of Disabled Women and Education*. Technical assistance materials, a self-evaluation check list and other resources are available from the Office for Civil Rights, Department of Education, Washington, DC 20201.

SELECTED LIST OF RESOURCES

PUBLICATIONS

Anderson, William R. and Rhona Hartman, *Higher Education and the Handicapped—1981 Resource Directory*. HEATH/Closer Look Resource Center. Annotated listing of publications and organizations pertinent to the higher education of the handicapped. Listings are geared to administrators, faculty and students. 10 pages. Available from: HEATH/Closer Look Resource Center, American Council on Education, 1 Dupont Circle, Washington, DC 20036. Free.

Architectural Checklist for Making Colleges and Universities Accessible and *Getting Through College With a Disability*. Available from: The President's Committee on Employment of the Handicapped, Vanguard Bldg., Rm. 600, 1111 20th St., NW, Washington, DC 20036. Free.

Barrier Free Design: A Selected Bibliography. Annotated resources for the disabled, elderly, planners, architects, and others. Available from: Michigan Chapter of Paralyzed Veterans of America, Inc., 30406 Ford Rd., Garden City, MI 48135. $6.

Bureau of Indian Affairs, U.S. Department of the Interior. *Career Development Opportunities for Native Americans*. Provides general guidance on requirements for admission to postsecondary education; describes programs, schools, and financial aid sources specifically for Native American applicants including information on Bureau, state, tribal, institutional and organizational opportunities for vocational and other higher education; describes general federal and other student aid programs for which Native Americans may also be eligible; includes bibliography. Paper, 56 pages. Available from: Office of Indian Educational Programs, Bureau of Indian Affairs, 1951 Constitution Ave., NW, Washington, DC 20245 (currently being updated). Free.

Career Counseling and Job Placement of Disabled Students at Two-Year Colleges: A Guide. Center for Advanced Study in Education of the Graduate School and University Center of the City University of New York. Applicable to four-year schools as well. Includes chapter on academic, vocational and personal counseling as well as information on employment placement. Available from: David Katz, CASE, Institute for Research and Development in Occupational Education, Graduate School

and University Center, CUNY, 33 West 42nd St., Rm. 1430, New York, NY 10036. $9 prepaid.

Cole, Katherine W., ed. *Minority Organizations: A National Directory.* Annotated list of approximately 3,000 groups organized to serve minority group members. Includes alphabetical index, geographical index, functional program index, glossary, and list of sources of information on minorities. 380 pages. Available from: Garrett Park Press, Garrett Park, MD, 20766. $15 prepaid.

The College Student With a Disability: A Faculty Handbook. Manual contains basic information on several types of disabilities and what (if any) educational adjustments students with these disabilities may need. Includes information on a variety of topics, such as student-faculty agreements for taping lectures. Available from: President's Committee on Employment of the Handicapped, Washington, DC 20210. Free.

Directory of Organizations Interested in the Handicapped. 55 pages. Available from: Committee for the Handicapped, People to People Program, P.O. Box 28593, Washington, DC 20005. $3 prepaid.

Education Development Center. *Vocational Counseling for Displaced Homemakers, A Manual: Helping Displaced Homemakers Move from Housework to Paid Work Through Vocational Training.* Education Development Center, Newton, MA, 1980. Focuses on the requirements of the work world and how counselors can help displaced homemakers assess their skills in terms of job requirements, develop them through education and training, and/or use skills and life experience to obtain formal credit. Includes appendix of Displaced Homemaker Programs on a regional and state basis. Available free while supplies last from Second Look, EDC, 55 Chapel St., Newton, MA 02150. Also available from: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402, Stock No. 065-000-00020-2. $2.25.

Education Development Center. *Resource Guide for Vocational Educators and Planners: Helping Displaced Homemakers Move from Housework to Paid Work Through Vocational Training.* Education Development Center, Newton, MA, 1980. Explains how vocational programs can be expanded to serve displaced homemakers in a variety of postsecondary and other settings and offers direction for the development of new programs. Includes chapters on outreach, admissions, career exploration, support services, evaluation and funding, with many recommendations based on existing programs. Also includes appendix of Displaced Homemaker Programs on a regional and state basis. Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402, Stock No. 065-000-00010-5. $2.25.

Financial Aid for Minority Students in Education, Financial Aid for Minority Students in Business, Financial Aid for Minority Students in Law, Financial Aid for Minority Students in Journalism/Communications. Pamphlets available from: Garrett Park Press, Garrett Park, MD 20766. $2 each.

Gollay, Elinor and Alwina Bennett. *The College Guide for Students with Disabilities,* 1976. 545 pages. Available from: ABT Associates, Inc., Publications Division, 55 Wheeler St., Cambridge, MA 02138. $18.50, $12.00 to the disabled (prepaid).

A Guide to College/Career Programs for Deaf Students, 1981. Published by Gallaudet College, Office of Demographic Studies. Available from: Captioned Films for the Deaf Distribution Center, 814 Thayer Ave., Silver Spring, MD 20910. Free.

Handbook for Blind College Students. Available from: National Federation of the Blind, 1800 Johnson St., Baltimore, MD 21230. $4.95.

Johnson, Willis L., ed. *Directory of Special Programs for Minority Group Members: Career Information Services, Employment Skills Banks, Financial Aid Sources,* 3rd ed., 1980. A comprehensive directory designed for blacks, Hispanics, Asians and American Indians, for counselors, program planners and employers. Lists thousands of education and training programs, awards, scholarships and fellowships, and sources of career information including summer employment and internship opportunities. Entries include programs available mainly or exclusively to minority candidates (and/or the economically disadvantaged) that are supported by private institutions and organizations as well as by state and federal government. Includes list of organizations cross-referenced by program, state, and academic field. Many entries appropriate for and/or aimed at minority re-entry women. Includes bibliography. Paper, 612 pages. Available from: Garrett Park Press, Garrett Park, MD 20766. $19 prepaid.

Library Resources for the Blind and Physically Disabled, 1980. A Directory of Deaf, Blind and Physically Handicapped Libraries and Machine Lending Agencies. Available from: Library of Congress, National Library Service for the Blind and Physically Handicapped, Washington, DC 20542. Free.

Mudrick, Nancy R. *The Interaction of Public Assistance and Student Financial Aid.* Washington Office of the College Board, Washington, DC, 1980. Assesses impact of overlapping public assistance and student financial aid programs with primary focus on interaction between Aid to Families with Dependent Children (AFDC) and Basic Educational Opportunities Grants (BEOG). Explains how receiving aid from one source can reduce support from the other, and suggests ways in which these major aid programs can be modified and better coordinated. Paper, 24 pages. Available from: The College Board Publication Orders, Box 2815, Princeton, NJ 08541. $3 prepaid.

Neglected Women: The Educational Needs of Displaced Homemakers, Single Mothers and Older Women, 1977. National Advisory Council on Women's Educational Programs. Report based on series of hearings held around the country. Assesses needs, includes recommendations for federal policy makers, local agencies and institutions, and sets forth agenda of future issues. Includes as appendices a list of financial aid sources for re-entry women and a selected bibliography. Paper, 63 pages. Available from: ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210. $5.30 plus postage (paper); $0.91 plus postage (microfiche); (ED #163-138).

Office for Minority and Special Student Affairs (OMSSA), University of Minnesota. *The Challenge to Succeed* (59 pages) and *The Summer of Seventy-Eight: A Creative Response to Minority Higher Education* (34 pages), reports in the series The Higher Education of Minorities, 1979. Both describe institutional responses to problems faced by minority students on large, predominantly white campuses; include action recommendations that focus on institutional structures and intra-institutional cooperation. *The Challenge to Succeed* describes an OMSSA workshop for staff, and *The Summer of Seventy-Eight* an OMSSA Summer Institute for incoming minority students. Bibliographies. Available while supplies last from: Office for Minority and Special Student Affairs, University of Minnesota, Twin Cities Campus, 100 Church St., Morrill Hall, Room 12, Minneapolis, MN 55455. $3.50 each.

O'Toole, J. Corbett and Ce Ce Weeks. *What Happens After School? A Study of Disabled Women and Education.* HEW, U.S. Office of Education, Women's Educational Equity Communications Network (WEECN), 1978. Discusses barriers disabled women and girls often face in elementary, secondary and postsecondary education and in the working world. Includes issues such as counseling, tracking, and nontraditional careers. Offers recommendations for educators, and includes list of resource groups and resource guides on subjects such as barrier-free architecture, accessibility of junior colleges for handicapped, and vocational and educational opportunities for the disabled. Also includes appendix explaining legal issues. Paper, 58 pages. Available from: Women's Educational Equity Act Program, 1100 Donohoe Building, 400 Maryland Ave., SW, Washington, DC 20202. Free.

Project on the Status and Education of Women, (PSEW), Association of American Colleges, "Recruiting Minority Women No. 2," "Minority Women's Organizations (A Partial Annotated List)," "Minority Women and Higher Education No. 2," "Minority Women and Higher Education No. 3," "Enlarging the American Dream, A Review of the Culture and Heritage of Minority Women." Minority Women's Packet available from: PSEW, 1818 R St., NW, Washington, DC 20009. $3 prepaid.

Redden, Martha Ross, ed., *Assuring Access for the Handicapped.* Articles by people involved with handicapped postsecondary students. Topics include campus services, student responsibility, faculty and administrative roles, legal technicalities. 120 pages. Available from: Jossey-Bass, Inc. Publishers, 433 California St., San Francisco, CA 94101. $6.95 prepaid.

Technical Assistance Corps Directory, 1981. Lists by state individuals trained to achieve accessibility for the handicapped in their own postsecondary institutions. 21 pages. Available from: HEATH/Closer Look Resource Center, American Council on Education, 1 Dupont Circle, Washington, DC 20036. Free.

U.S. Department of Education. *Selected List of Postsecondary Education Opportunities for Minorities and Women.* Compiled by Linda Byrd-Johnson and Carol J. Smith, 1980 edition. Lists selected undergraduate and graduate financial aid resources by field of study. Includes resources specifically for women, for American Indians and for persons in the military. Also includes information on the Department of Education's six major aid programs. Paper, 106 pages. Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. Stock No. 065-000-00058-0. $4.50.

U.S. Department of Education. National Institute of Education.

- *Conference on the Educational and Occupational Needs of Black Women,* Dec. 16-17, 1975, Vol. 1 & 2; reprinted Sept. 1980;
- *Conference on the Educational and Occupational Needs of American Indian Women,* Oct. 12-13, 1976; published Oct. 1980;
- *Conference on the Educational and Occupational Needs of Asian-Pacific American Women,* Aug. 24-25, 1976; published Oct. 1980;
- *Conference on the Educational and Occupational Needs of White Ethnic Women,* Oct. 10-13, 1978; published Sept. 1980;
- *Conference on the Educational and Occupational Needs of Hispanic Women,* June 29-30 and Dec. 10-12, 1976; published Sept. 1980.

Each volume contains a series of reports about women within these groups, along with a list of recommendations for governmental and other policy makers. Reports are available free while supplies last from: Publications Department, National Institute of Education, 1200 19th St., NW, Washington, DC 20208.

U.S. Department of Health, Education and Welfare. *Directory of National Information Sources on Handicapping Conditions and Related Services,* 1980. Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. Stock No. 017-091-00234-7. $6.50.

Weinstock, Ruth. *The Graying of the Campus.* Educational Facilities Laboratories (EFL). Report on institutional programs that serve students

over the age of 55. Discusses curricula, support services, campus environment and financing/management issues. Examines many programs now underway, and makes specific recommendations. Includes selected bibliography. Paper, 160 pages. Available from: EFL, 850 Third Ave., New York, NY 10022. $14 cloth, $8 paper, prepaid.

Women's Educational Equity Communications Network (WEECN). *Resource Roundups*. Series of bibliographies includes:

- "Black Women and Education";
- "Are You a Displaced Homemaker in Search of Funding?";
- "Are You a Rural Woman Looking for Work?";
- "Disabled Women and Equal Opportunity"; and
- "Asian-Pacific Women in America".

Along with a selected bibliography on education, employment, counseling and related areas, *Roundups* include a listing of national organizations and projects. Available from: Women's Educational Equity Act Program, 1100 Donohoe Building, 400 Maryland Ave., SW, Washington, DC 20202. Free.

ORGANIZATIONS

A multitude of organizations now represent special populations. The following is a list of selected organizations that aid women from special population groups.* Some organizations serve women from several special populations (the Displaced Homemakers Network, for example, is likely to aid single parents and older women, as well as women from racial and ethnic minorities); others direct their efforts to a single minority or other group. Names of directors and/or contact persons have been included where possible.

ASIAN/PACIFIC AMERICAN WOMEN

Asian/Pacific American Women
6720 Sherborne Dr.
Los Angeles, CA 90056
(213) 295-6571
Irene Hirano, Vice Chair of Administration & Finance

Asian & Pacific Women's Caucus
413 NE 57th St.
Seattle, WA 98103
(206) 464-6500
Yuri Takahashi, Co-Chair

Asian/Pacific Women's Center
Agape Fellowship
332 South Virgil Ave.
Los Angeles, CA 90020
(213) 387-1915
Arlene Inouye-Matsuo, Director

Asian Women United
1610 Bush St.
San Francisco, CA 94107
(415) 928-5910
Pauline Fong, Coordinator

Asian Women United
170 Park Row, Suite 5A
New York, NY 10038
(212) 577-7360
Jacqueline Huey, President

Chinese Women in Action
c/o A.S.I.A.N., Inc.
1610 Bush St.
San Francisco, CA 94118
(415) 928-5910
Pauline Fong, Contact

Council of Asian American Women
Three Pell St.
New York, NY 10013
(212) 349-4417
Linda J. Lee, President

National Association of Asian American Women
12 Beekman Pl.
New York, NY 10022
(212) 797-5900
Esther G. Kee, Chair
Carolyn Chin, President

National Committee Concerned with Asian Wives of U.S. Servicemen
964 LaJolla Rancho Rd.
LaJolla, CA 92037
(714) 454-2421
Bok Lim Kim, Chair

Organization of Chinese American Women
956 North Monroe St.
Arlington, VA 22201
(703) 522-6721
Pauline Tsui, President

Organization of Pan Asian/American Women
2025 Eye St., NW, Suite 926
Washington, DC 20006
(202) 293-7087
Jo Uehara, Chair
Cora Yamamoto, Vice President

BLACK WOMEN

Alpha Kappa Alpha Sorority, Inc.
5211 South Greenwood Ave.
Chicago, IL 60615
(312) 684-1282
Barbara K. Phillips, President
Ernestine Green, Ph.D., Executive Director

Coalition of 100 Black Women
60 East 86th St.
New York, NY 10028
(212) 560-2840
Jewel Jackson McCabe, President

League of Black Women
111 East Wacker Drive, Suite 321
Chicago, IL 60615
(312) 644-7950
Barbara Proctor, President

Links, Inc. (The)
1522 K St., NW, Suite 404
Washington, DC 20005
(202) 783-3888

*Many of these organizations, as well as research, professional, political and other groups are listed in *Guide to Women's Resources: More than 400 Organizations Concerned with Women's Issues*, Office of Sarah Weddington, The White House, Washington, DC, 1980 (out of print).

Julia B. Purnell, President
Nan D. Johnson, Executive Director

National Alliance of Black Feminists
202 South State St., Suite 1024
Chicago, IL 60604
(312) 939-0107
Brenda Eichelberger, Executive Director

National Council of Negro Women
1819 H St., NW, Suite 900
Washington, DC 20006
(202) 293-3902
Dorothy Height, President

National Hook-Up of Black Women
1100 Sixth St., NW, Room 5
Washington, DC 20001
(202) 667-6993
Karen P. Johnson, National President
Shirley A. Small-Rougeau, Executive Director

HISPANIC WOMEN

Chicana Coalition
349 Willow St.
San Jose, CA 95110
(408) 279-6552
Cecilia Arroyo, President

Chicana Forum
287 G St., NW
Washington, DC 20024
(202) 484-9193
Sharleen Hemming, Chair
Vilma Guin, Executive Director

Chicana Rights Project
c/o MALDEF, Petroleum Commerce Bldg.
San Antonio, TX 78205
(512) 224-5476
Carmen A. Estrada, Executive Director

Chicana Service Action Center, Inc.
2244 Beverly Blvd.
Los Angeles, CA 90057
(213) 381-7261
Francisca Flores, Executive Director

Comision Femenil Mexicana Nacional
379 Loma Dr.
Los Angeles, CA 90017
(213) 484-1515
Gloria Moreno-Wycoff, President

Comision para el Mejoramiento de Los Derechos de la Mujer
1608 Avenue Ponce de Leon
Santurce, PR 00910
(809) 722-2857
Ruth Burgos Sasscer, President

Hispanic American Career Educational Resources (H.A.C.E.R., Inc.)
115 West 10th St.
New York, NY 10001
(212) 868-0623
Norma Stanton, Director

Hispanic Women in Higher Education
Stanford University
Old Union 323
Stanford, CA 94305
(415) 497-2733
Sylvia Castillo (Asst. Dean of Student Affairs), Chair

Latinas Unidas Para Accion
436 Segur Ave.
Toledo, OH 43609
(419) 243-3228

League of United Latin American Citizens (LULAC)
2590 Morgan Ave.
Corpus Christi, TX 78405
(512) 882-8284
Ruben Bonilla, Jr., National President
Catherine Vasquez & Patricia Asip, Co-Chairs, Women's Division
400 First St., NW, Suite 718
Washington, DC 20011
(202) 347-1652
Deborah Redmond, Women's Representative

Mexican American Legal Defense and Education Fund
Chicana Rights Project
28 Geary St., 6th Floor
San Francisco, CA 94108
(415) 981-5800
Carmen Estrada, Project Director

Mexican American Women's National Association (MANA)
P.O. Box 23656
L'Enfant Plaza Station
Washington, DC 20024
(202) 331-7667
Wilma Espinoza, President

Mujeres en Cambio
Chicana Re-entry Program
Bldg. 406
University of California
Santa Barbara, CA 93106
Dora Madrigal, Coordinator

Mujeres Latinas en Accion
1823 West 17th St.
Chicago, IL 60608
(312) 226-1544
Josie Vargas, Acting Director

National Association of Cuban American Women of the USA
3900 Connecticut Ave., NW,
Apt. 202-G
Washington, DC 20008
(202) 245-2181
Dr. Ana Maria Perera, President
Graciela Beecher, Vice President

National Conference of Puerto Rican Women
P.O. Box 464, Radio City Station
New York, NY 10019
(212) 977-5740
Angela Cabrera, President

Puerto Rican Legal Defense & Education Fund
950 Madison Ave., Suite 1304
New York, NY 10157
(212) 532-8470
Sandra Lopez Byrd, Board Chair
Lita Taracido, President & General Counsel

AMERICAN INDIAN WOMEN

Americans for Indian Opportunity—Indian Women
Plaza del Sol Building
600 Second St., NW, Suite 808
Albuquerque, NM 87102
(505) 842-0962
LaDonna Harris, President

American Indian Women of Minnesota, Inc.
P.O. Box 7175 Powderhorn Station
Minneapolis, MN 55407
or
217 North 4th Ave. West
Duluth, MN 55806
Mary Ann Walt, Chair
Bonnie Wallace, Vice Chair

Interagency Task Force on American Indian Women
U.S. Department of Labor
200 Constitution Ave., NW
Room S-3319
Washington, DC 20510
(202) 523-6633
Mary Natani, Chair

OHOYO
National Women's Program Development, Inc.
2301 Midwestern Parkway, #214
Wichita Falls, TX 76308
(817) 692-3841
Mimi Purcell, President
Owanah Anderson, Project Director

North American Indian Women's Association (NAIWA)
c/o U.S. Department of Labor
Women's Bureau
200 Constitution Ave., NW
Washington, DC 20210
(202) 523-6633
Mary Natani, President

Women of All Red Nations
P.O. Box 2508
Rapid City, SD 57709
(605) 867-5451
Lorelei Means, Central Committee

White Buffalo Calf Women's Society
P.O. Box 227
Mission, SD 57555
(605) 856-2317
Marlene Whipple, Director

OLDER WOMEN, SINGLE PARENTS, DISPLACED HOMEMAKERS AND OTHERS

American Association of Community & Junior Colleges
Center for Women's Opportunities
One Dupont Circle, NW, Suite 410
Washington, DC 20036
(202) 293-7050
Carol Eliason, Director

Council on Appalachian Women, Inc.
P.O. Box 458
Mars Hill, NC 28754
(704) 689-1228
Barbara Salisbury, President

Displaced Homemakers Network, Inc.
755 8th St., NW
Washington, DC 20001
(202) 347-0522
Sandra J. Burton, Executive Director
Cynthia Marano, President

Gray Panthers
3635 Chestnut St.
Philadelphia, PA 19104
(215) 382-3300
Maggie Kuhn, President
Edith Giese, Director

National Congress of Neighborhood Women
1129 Catherine St.
Brooklyn, NY 11211
(212) 388-6762
Janice Peterson, Executive Director
Ann Giordano, National Coordinator

National Policy Center on Aging Women
Cole Field House, Room 1150
University of Maryland
College Park, MD 20742
(301) 454-6666

National Retired Teachers Association, American Association of Retired Persons
Women's Activities
1909 K St., NW
Washington, DC 20049
(202) 872-4700
Margaret Arnold, Coordinator

Older Women's League Educational Fund
3800 Harrison St.
Oakland, CA 94611
(415) 658-8700
Tish Sommers, President

Parents Without Partners, Inc. (PWP)
7910 Woodmont Ave., Suite 1008
Washington, DC 20014
(202) 654-8850
Virginia Martin, Executive Director

Rural American Women, Inc.
1522 K St., NW, Suite 700
Washington, DC 20005
(202) 785-4700
Jane R. Threatt, President

DISABLED WOMEN

American Coalition of Citizens With Disabilities. 1200 15th St., NW, Washington, DC 20005. Publishes quarterly newsletter, *The Coalition.* (202) 785-4265 or (800) 785-2835

The Association on Handicapped Student Service Programs in Postsecondary Education (AHSSPPE). Provides information on access and services for handicapped students in postsecondary education; includes training programs and workshops. Designed for administrators and staff but also serves students. Publishes newsletter. Richard Harris, Coordinator for Handicapped Services, Ball State University, B-1 Student Center, Muncie, IN 47306 (317) 285-5293

Center for Independent Living. 2539 Telegraph Ave., Berkeley, CA 94704. Non-profit organization run for and primarily by disabled people. Publishes *The Independent,* a quarterly magazine by and about people with disabilities and an information and picture resource for teachers and librarians. (415) 841-4776.

Higher Education and the Handicapped: HEATH/Closer Look Resource Center. National clearinghouse on postsecondary education for disabled students. Cooperative effort of Closer Look (a national clearinghouse for parents of handicapped children) and ACE (American Council on Education). For informational packets and newsletter, write to Box 1492, Washington, DC 20013. For additional information, contact Phona Hartman, Director. (202) 833-4707

Office of Information and Resources for the Handicapped. Department of Education, 330 C St., SW, Rm. 3106, Switzer Bldg., Washington, DC 20201. Organization provides leadership in the development of programs, evaluates program coverage and service gaps, and operates a central information clearinghouse.

Registry of Interpreters for the Deaf. 814 Thayer Ave., Silver Spring, MD 20910. Issues 10 regional directories of certified interpreters, provides fee scales, information on training, etc. (301) 588-2406.

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**As of this writing, we were not able to locate national service organizations primarily concerned with disabled women. The organizations described here should be of help to institutions that wish to improve access and services for all disabled students.